

TRAINING PROGRAM OF INSTRUCTION (TPI)

FOR

DINFOS-PAQC

Public Affairs Qualification Course



Approved by:

Commandant Defense Information School
Supersedes TPI Dated: October 2003



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DEPARTMENT OF DEFENSE

Defense Information School

6500 Mapes Road
Fort George G. Meade, MD 20755-5620

Date: 4-Aug-08

MEMORANDUM OF CHANGE TO DINFOS COURSE TRAINING PROGRAM OF INSTRUCTION (TPI)

SUBJECT: Change to DINFOS Public Affairs Qualification Course (PAQC) Training Program of Instruction as follows:

CURRENT:

International Students: Students must have a solid understanding of English language usage, grammar and syntax. Students must score an 85 on the English Comprehension Level (ECL) Test; have completed Specialized English Training (SET); obtain a score of 2+/2+ on the Oral Proficiency Interview, and be able to type. These requirements cannot be waived.

CHANGE TO:

International Students: International students attending this course must score an 85 on the English Comprehension Level (ECL) test, have completed Specialized English Training (SET); obtain a score of 2+/2+ on the Oral Proficiency Interview (OPI) and have basic keyboard skills. Due to the extensive amount of writing required for the course, international students must have a solid understanding of English language usage, grammar and syntax.

International students are not eligible to attend the ADL course.

POC for this action is: DINFOS Course Development Department, 301-677-3246,
dinfosdotcddleadership1@dinfos.osd.mil

Darline Glaus, DODC
Head Course Development Department

Preface

TRAINING PROGRAM OF INSTRUCTION FILE NUMBER (TPFN): DINFOS - PAQC

TITLE: PUBLIC AFFAIRS QUALIFICATION COURSE

TRAINING LOCATION: Defense Information School, Fort George G. Meade, Maryland

SPECIALTY AWARDED: None

PURPOSE: The PAQC course provides entry-level public affairs training for mid- to senior-level non-commissioned officers and commissioned officers from all U.S. military services, selected foreign nations, and U.S. government agency civilians selected for public affairs assignments at all levels of command. This course will ensure those NCOs, officers and civilians are capable of performing the basic duties of Department of Defense military public affairs practitioners.

COURSE DESCRIPTION: This course examines conventions within the philosophy of public affairs/relations. The growth of technology and a rapidly-evolving, fast-paced world has brought the delivery of news to several mediums, which means the public affairs leader must learn to utilize different forms of presentations for print, web, and broadcast delivery. This course encompasses practical principles of interviewing, reporting, writing, and editing for each field of approach with focus on techniques of researching, analyzing, and writing news for different delivery methods of print, web, and broadcast. This course provides practice in interviewing, writing, editing and building research skills through the use of various media to include, archiving records as well as Internet research and builds analytical and retrieval skills. The PAQC course is organized into eight functional areas beginning with introductory theories, practical exercises, case studies and intense graded homework exercises stimulating critical thinking skills and culminating with a real life experience in a Field Training Exercise. Each functional area stresses the requirement for defense public affairs leaders to maintain a high standard of integrity. The material presented within each functional area builds in a progressive format, exposing students to essential foundational knowledge through a series of case studies, assigned readings, guided discussions, and practical applications. The course culminates in a three (3) day final exercise in a simulated field environment requiring the student to apply skills from knowledge and proficiencies gained throughout the course in order to perform the basic duties of a military public affairs leader.

TRAINING METHODOLOGY: The Defense Information School offers this course in two training methodologies, a standard resident approach as well as an advanced distributed learning (ADL) program. The resident program is offered five times a year at the Defense Information School on Fort Meade while the ADL training method is offered twice yearly and follows a strictly regimented instructor-led interactive training curriculum. The ADL program students will spend six months under the watchful eye of a PA expert while interfacing with classmates and learning in the comfort of their home using the DINFOS ADL internet interface, all the while continuing their everyday mission requirements. The ADL program culminates in a two week resident class where the students will apply their newly learned skills and knowledge both in the classroom and during at a three day field training exercise. Students have the opportunity to attend the resident requirement just after completing the ADL program or sometime within two years following ADL completion.

PREREQUISITES: Attending Service members and civilians must possess occupational specialty ratings/series as identified in target population to qualify for enrollment:

Service	Military	Civilian /Other
USA	O1-O5 E7 – E9	a. GS-9 or above OR GS-7 Intern in Public Affairs Field (GS-1035 series) b. O-1 MUST HAVE COMPLETED Officer Basic Course before submitting into ATRRS. c. E-6(P) enroute to a valid BCT position with Director APAC prior written approval
USN	O1-O4 E6 – E9	GS-5 Intern & above in Public Affairs field (includes GS-1035, 1082, 1083, 1087, 1001 and 301)
USAF	O1– O5 E7 – E9	GS-7 & above (1035 series) Officer AFSC: 35P1 Enlisted AFSC's (with SAF/PA concurrence): 3N071 and 3V072
USMC	O1-O4* E7 and above**	Civilian prerequisites are based on their billet description and authorization from HQMC PA.
USCG	O1-O4 & CWO E6 – E9	GS-11 & above

*Officers must have completed “The Basic School.”

**Enlisted personnel must have completed the Basic Public Affairs Specialist Writer’s Course (BPAS-W)

International Students: Students must have a solid understanding of English language usage, grammar and syntax. Students must score an 85 on the English Comprehension Level (ECL) Test; have completed Specialized English Training (SET); obtain a score of 2+/2+ on the Oral Proficiency Interview, and be able to type. These requirements cannot be waived.

Interagency: Students pay-grade, duty position description, and selection in accordance with specific agency guidance, policy and procedures.

SECURITY CLEARANCE: None Required

CLASS SIZE:

<u>PAQC</u>		<u>PAQC - ADL</u>	
MAXIMUM	60	MAXIMUM	48
MINIMUM	16	MINIMUM	16
ANNUAL CAP	300	ANNUAL CAP	96

COURSE LENGTH:

PAQC	43 Training Days
PAQC-ADL	6 Months ADL (non-Resident) – 10 Resident Training Days

ACADEMIC HOURS CLASSROOM: 320 Hrs

ACADEMIC HOURS GRADED HOMEWORK 60 Hrs

ADMINISTRATIVE HOURS: 19 Hrs

TOTAL COURSE HOURS: 399 Hrs

INSTRUCTOR CONTACT HOURS: 3,632 PAQC Hrs per Class
3,364 PAQC-ADL per Class

TYPE/METHOD OF INSTRUCTION:

Lecture (L)	149 Hrs
Performance Exercise (PE)	160 Hrs
Performance Examination (EP) (Graded Homework Exercises - GHW)	60 Hrs
Written Examination (EW)	11 Hrs
Administration (AD)	19 Hrs

TRAINING START DATE: After October 1, 2008

ENVIRONMENTAL IMPACT: None (DOD policy was followed to assess the environmental impact.)

MANPOWER: The Inter service Training Review Organization (ITRO) formula was used to determine the number of instructors required.

EQUIPMENT AND FACILITIES: The Course Design Resource Estimate (CDRE) contains this information.

TRAINING DEVELOPMENT PROPONENT: The Defense Information School (DINFOS), Directorate of Training, Course Development Department (CDD), 301-677-3246; DSN 622-3246

FUNCTIONAL AREA 1 - OVERVIEW

FA 1 TITLE: THEORY AND DOCTRINE

TOTAL FA HOURS: 34

Terminal Training Outcome: The instruction and training throughout this Functional Area provides the student with a foundation of knowledge required to perform the duties of a Department of Defense Military Public Affairs Officer. Upon completion of this functional area, students will understand and identify the primary principles of military public affairs policy, procedures and governing directives (laws, publications, etc.). They examine public relations functions within organizations, their impact on the public and their roles in society. Students analyze influences of the media on the historical development of the United States of America while exploring issues of special concern and current interest. Students discuss the evolution of the field, the range of roles and responsibilities that public relations practitioners assume in a variety of settings, and the ethics, significant issues and trends that have shaped the practice. They examine ethical problems in journalism and the media industry as a whole. The student determines appropriate guidelines for release of information and imagery, and assesses the potential news value of a given situation. The student applies critical thinking skills in practical applications as well as knowledge-based exams as a measure of functional area comprehension.

UNIT 001: Introduction to Public Affairs

- 001 Define DOD public affairs
- 002 Explain the roles and responsibilities of a Department of Defense public affairs officer
- 003 Describe each service's military public affairs organizations
- 004 Explain DOD principles of information
- 005 Explain how public opinion affects military operations
- 006 Describe the military/media relationship's historical effect on PA operations and policy.
- 007 Apply ethics in public affairs
- 008 Compare/contrast military public affairs with various aspects of civilian public relations
- 009 Apply the military decision making process to public affairs

UNIT 002: The Nature of News

- 001 Define news *GHW
- 002 Describe the various ethical standards in journalism
- 003 Define characteristics of various media (e.g. radio, television, print, internet)
- 004 Identify target audiences

UNIT 003: Policies and Planning

- 001 Explain Defense Support to Public Diplomacy
- 002 Explain how the communications model relates to public affairs
- 003 Identify basic elements of the military justice system
- 004 Describe public affairs aspects of national policy documents
- 005 Quiz

FUNCTIONAL AREA 1 THEORY AND DOCTRINE

TPFN: DINFOS-PAQC – 001-001

UNIT TITLE: Introduction to Public Affairs

TPFN HOURS AND TYPE: 14L; 6GHW

TPFN TOTAL HOURS: 14 Classroom; 6 GHW

PREREQUISITE TPFN: None

TASK (S):

- 001 Define DOD public affairs
- 002 Explain the roles and responsibilities of a Department of Defense public affairs officer
- 003 Describe each service's military public affairs organizations
- 004 Explain DOD principles of information
- 005 Explain how public opinion affects military operations
- 006 Describe the military/media relationship's historical effect on PA operations and policy.
- 007 Apply ethics in public affairs
- 008 Compare/contrast military public affairs with various aspects of civilian public relations
- 009 Apply the military decision making process to public affairs

SUMMARY OF INSTRUCTION: This unit of instruction will develop the students' knowledge of military public affairs and its similarities and differences from civilian public relations. They will identify the three functional areas of public affairs as they define the overall mission of public affairs. Students will review relevant regulations, directives and publications as well as explain how they direct and define the public affairs mission and how that mission affects military operations. They will also identify sources for PA research. Students learn the responsibilities and how to perform the duties of a military public affairs representative in accordance with Department of Defense and services policies and regulations. They will explore how to resolve issues with the military/media relationship and how to develop and recommend public affairs courses of action based on the DoD Principles of Information. This unit explains how public opinion is shaped, expressed, and assessed. It identifies who determines public opinion and what operations influence and affect it, and how to set goals with regards to public opinion. Students are given a military-related ethical dilemma scenario to assess from a public affairs perspective, and will develop and recommend public affairs courses of action, and explain the ethical considerations associated with development and implementation of courses of action in accordance with (IAW) Department of Defense and service public affairs policies and regulations. Students will participate in facilitated discussions in defining ethics. Material in this functional area is measured in both a written exam and practical homework projects.

REFERENCES:

- *Associated Press Stylebook 2005* (40th ed.) The Associated Press, New York, NY.
- Backus, N. & Ferraris, C. (2004), *Theory Meets Practice. Proceedings of the 2004 Association for Business Communication Annual Convention.*
- Cutlip, S. M., Center, A. H. & Broom, G. M. (2000). *Effective Public Relations* (9th ed.). Upper Saddle River, NJ: Prentice Hall.
- DoD Directive 5230.9, Clearance of DoD Information for Public Release, 9 Apr 96

- Griffin, E. (2001). *A First Look at Communication Theory* (3rd ed.). NY: McGraw-Hill, Chapter 38, Communication Ethics
- Joint Chiefs Website
- Joint Publication 1 Joint Warfare of the Armed Forces 12 April 2001 (As Amended Through 14 September 2007)
- Joint Publication 3-61, Public Affairs, 9 May 2005 Chapter II.
- Joint publication 5-0 Joint Operations Planning (26 December 2007)
- Military Justice 101 - www.usmilitary.about.com/library/weekly/aa091100a.htm
- Military/Media relations articles assigned for student homework
- NCA Credo for Ethical Communication; National Communication Association - Est. 1914 | 1765 N Street, NW, Washington DC 20036. <http://www.natcom.org/nca/Template2.asp?bid=514>
- *On Deadline: Managing Media Relations*
- (3rd ed.), Howard, Carole M. and Mathews, Wilma K. (2000), Waveland Press, Inc.
- PAQC Student Handbook (2007)

Reference Note: The latest Joint Publications and Directives are located:

<http://www.dtic.mil/doctrine/doctrine.htm>

INSTRUCTOR/STUDENT RATIO: 1:15 (1:12 ADL) Lecture 1:4 GHW

SAFETY FACTORS: Routine

FUNCTIONAL AREA 1

THEORY AND DOCTRINE

TPFN: DINFOS-PAQC – 001-002

UNIT TITLE: The Nature of News

TPFN HOURS AND TYPE: 9L; 3GHW

TPFN TOTAL HOURS: 9 Classroom; 3 GHW

PREREQUISITE TPFN: All previous TPFN

TASK (S):

- 001 Define news
- 002 Describe the various ethical standards in journalism
- 003 Define characteristics of various media (e.g., radio, television, print, internet)
- 004 Identify target audiences

SUMMARY OF INSTRUCTION: This unit of instruction will focus the students in understanding the nature of news and the different characteristics of the media. Students will identify factors that determine news value and determine which factors of news value exist in a given scenario. They will describe various professional standards of the media, review codes of conduct and analyze case studies regarding ethical standards in journalism as outlined in Department of Defense and the different services public affairs policies and regulations. Students will explore alternate or emerging media such as blogs, podcasting and the social platforms such as “YouTube”, “MySpace”, among others and discuss the possible effects of the future of public affairs. Material in this functional area is measured in both a written exam and practical homework projects.

REFERENCES:

- On Deadline: *Managing Media Relations* (3rd ed.), Howard, Carole M. and Mathews, Wilma K. (2000), Waveland Press, Inc.
- PAQC Student Handbook (2007)
- Joint publication 5-0 Joint Operations Planning (26 December 2007)
- Backus, N. & Ferraris, C. (2004), *Theory Meets Practice. Proceedings of the 2004 Association for Business Communication Annual Convention.*
- Cutlip, S.M. Center, A.H. & Broom, G.M. (2000). *Effective Public Relations* (8th Edition), Upper Saddle River, NJ: Prentice Hall
- Griffin, E. (2001). *A First Look at Communication Theory* (3rd ed.). NY: McGraw-Hill, Chapter 38, Communication Ethics
- Joint Publication 3-61, Public Affairs, 9 May 2005. Chapter II
- NCA Credo for Ethical Communication; National Communication Association - Est. 1914 | 1765 N Street, NW, Washington DC 20036. <http://www.natcom.org/nca/Template2.asp?bid=514>
- *Encountering the Media: Media Strategies and Techniques*, Barry McLoughlin; McLoughlin Multi Media Publishing Ltd, 1998.

INSTRUCTOR/STUDENT RATIO: 1:15 (1:12 ADL) Lecture 1:4 GHW

SAFETY FACTORS: Routine

FUNCTIONAL AREA 1

THEORY AND DOCTRINE

TPFN: DINFOS-PAQC – 001-003

UNIT TITLE: Policies and Planning

TPFN HOURS AND TYPE: 9L; 2EW

TPFN TOTAL HOURS: 11 Classroom

PREREQUISITE TPFN: All previous TPFN

TASK (S):

- 001 Explain Defense Support to Public Diplomacy (DSPD)
- 002 Explain how the communications model relates to public affairs
- 003 Identify basic elements of the military justice system
- 004 Describe public affairs aspects of national policy documents
- 005 Quiz

SUMMARY OF INSTRUCTION: Students will explore the relationship between the Department of Defense and State in communicating national policy and objectives, with a focus on Public Affairs, Information Operations and Defense Support of Public Diplomacy. Students develop and recommend methods of communicating to the intended audience that incorporate all elements of the basic communication model. They will explain guidelines for the release of information as they apply to the elements of the military justice system and discuss public diplomacy and important elements surrounding same. They review and discuss national policy documents and describe their importance to military public affairs. They will identify how to derive Proposed Public Affairs Guidance (PPAG) from national policy documents and will discuss the security environment, strategic guidance, national military strategy and national instruments of power. This functional area is measured in a written exam.

REFERENCES:

- *Effective Public Relations* (8th ed.), Cutlip, Scott M., Center, Allen H. & Broom, Glen M. (2000), Prentice-Hall, Inc.
- *Building Communication Theory* (4th ed.). Chapter 1 pages 5-13, Infante, D. A., Rancer, A. S. & Womack, D. F. (1997). Prospect Heights, IL: Waveland Press, Inc.
- *Communication, Communication, Communication: A First Look at Communication Theory* (6th ed.) Chapter 14, 15, 16 Griffin, Em (2006) McGraw Hill, New York, NY
- Albert Mehrabian communication model Pages 1-3
- DoD Directive 5230.9, Clearance of DoD Information for Public Release, 9 Apr 96
- Military Justice 101 - www.usmilitary.about.com/library/weekly/aa091100a.htm
- Joint Publication-1, November 2000 Joint Publication 3-61, Public Affairs, 9 May 2005
- National Military Strategy of the United States of America, 2004; 2005; 2006
- National Strategy for Victory in Iraq, November 2005

INSTRUCTOR/STUDENT RATIO: 1:15 (1:12 ADL) L/EW 1:5 PE 1:4 GHW

SAFETY FACTORS: Routine

FUNCTIONAL AREA 2 - OVERVIEW

FA 2 TITLE: COMMUNITY RELATIONS

TOTAL FA HOURS: 10

Terminal Training Outcome: The instruction and training throughout this functional area provides the student with the necessary skills to measure public opinion, community relations and the role of the media in the formation of public opinion in relation to community relations. Students study the ethical, moral, political, economic, and social consideration of mass communication. Using these learned skills and critical thinking in conjunction with applied practical experience the students develop and recommend public affairs courses of action in the areas of community relations. Students understand how journalism and public communication research methods are used in measuring public opinion. The student applies critical thinking skills in practical applications as well as knowledge-based exams as a measure of functional area comprehension.

UNIT 001 Introduction to Community Relations

- 001 Define community relations
- 002 Identify formal/informal components of community power structure
- 003 Explain how armed forces personnel behavior affects public opinion
- 004 Explain the key social, economic, and military operations' factors that affect a community relations environment
- 005 Identify methods for maintaining relationships with local, state, federal, and international government organizations
- 006 Apply Department of Defense community relations support criteria
- 007 Quiz

FUNCTIONAL AREA 2

COMMUNITY RELATIONS

TPFN: DINFOS – PAQC -002-001

UNIT TITLE: Introduction to Community Relations

TPFN HOURS AND TYPE: 9L; 1EW

TPFN TOTAL HOURS: 10 Classroom

PREREQUISITE TPFN: All previous TPFN

TASK (S):

- 001 Define community relations
- 002 Identify formal/informal components of community power structure
- 003 Explain how armed forces personnel behavior affects public opinion
- 004 Explain the key social, economic, and military operations' factors that affect a community relations environment
- 005 Identify methods for maintaining relationships with local, state, federal, and international government organizations
- 006 Apply Department of Defense community relations support criteria
- 007 Quiz

SUMMARY OF INSTRUCTION: This unit of instruction measures public opinion, community relations and the role of the media in the formation of public opinion as they correlate to community relations. Students will identify components of a community relations program, explain the roles of the PAO, commanders and staff, describe how to establish base community council, and how military bands and other assets can be used in community relations. They will identify ways to support the tenant units and local recruiters in their community relations programs and explain Department of Defense support criteria for community relations activities. Student will explain how to identify community influencers and how to enlist support/understanding of formal leaders and informal influencers. To explain how armed forces behavior affects public opinion, the student will identify ways to educate military personnel and family members about local community relations issues/cultural awareness, discuss the impact of military behavior on target audiences and community relations and the impact of the community behavior on the military. Students will illustrate military behaviors and related outcomes using case studies. To explain key social, economic, and military operations, students will describe warning signs of trouble with a community relationship, identify key economic and social factors to the local community and identify ways in which actions on the installation affect the local community's socio-economic relations. Students will be given a developing crisis situation and will construct a plan with messages, players and actions to address the community to synthesize these concepts. Student will discuss TTP (Tactics, Techniques, and Procedures), political and election year policies and legislative liaison roles to maintain community relationships. Student will apply Department of Defense support criteria by analyzing a given scenario. Material in this functional area is measured in both a written exam and practical homework projects.

REFERENCES:

- Cutlip, S.M., Center, A.H. & Broom, G.M. (2000). Effective Public Relations (8th ed.). Upper Saddle River, NJ: Prentice Hall. (Ch. 1, 8, 10-13)
- DoD Directive 5410.18 Public Affairs Community Relations Policy
- DoD Instruction 5410.19 Public Affairs Community Relations Implementation

- Griffin, Em, (2006). Communication, Communication, Communication, A First Look at Communication Theory (6th ed.). McGraw, Hill. (Ch. 5-7, 9,17,20-21)
- Joint Publication 3-61, Public Affairs, 9 May 2005

INSTRUCTOR/STUDENT RATIO: 1:15 (1:12 ADL) L/EW

SAFETY FACTORS: Routine

FUNCTIONAL AREA 3 - OVERVIEW

FA TITLE: INTERNAL INFORMATION

TOTAL FA HOURS: 8

Terminal Training Outcome: The instruction and training throughout this functional area provides the student with the necessary skills to support a military internal information program. Students explain the public affairs officer role in contracting a commercial enterprise newspaper, and identify the various techniques and process available to assess communications effectiveness. They will be able to identify the limitations of public opinion polls and other types of surveys and explain how an internal information program supports the command communication strategy. The student will apply critical thinking skills in practical applications as well as knowledge-based exams as a measure of functional area comprehension.

UNIT 001 Introduction to Internal Information

- 001 Compare/Contrast the effectiveness of various products/methods that can be used to communicate to internal audiences
- 002 Identify elements of an internal information program
- 003 DoD PA opinion polls
- 004 Quiz

FUNCTIONAL AREA 3

INTERNAL INFORMATION

TPFN: DINFOS-PAQC – 003 – 001

UNIT TITLE: Introduction to Internal Information

TPFN HOURS AND TYPE: 6L; 2EW

TPFN TOTAL HOURS: 8 Classroom

PREREQUISITE TPFN: All previous TPFN

TASK (S):

- 001 Compare/Contrast the effectiveness of various products/methods that can be used to communicate to internal audiences
- 002 Identify elements of an internal information program
- 003 DoD PA opinion polls
- 004 Quiz

SUMMARY OF INSTRUCTION: This unit is dedicated to equip the student with the necessary skills to support a military internal information program. Students explain the public affairs representative's role in contracting a commercial enterprise newspaper and identify the various techniques and processes available to assess communications effectiveness. They will compare and contrast all media and discuss internal information best practices. Students will explain how an internal information program supports the commander's information strategy, the types of military newspapers, and the public affairs role in contracting for a commercial enterprise newspaper. They will review and identify boundaries of public opinion polls and other types of surveys and explain how an internal information program supports the command's communication strategy. They will identify the various techniques and processes available to assess communication effectiveness (limitations with assessment methods) and apply critical thinking skills in practical applications as well as knowledge-based exams as a measure of functional area comprehension. Material in this functional area is measured in both a written exam and practical homework projects.

REFERENCES:

- Cutlip, S. M., Center, A. H. & Broom, G. M. (2000). *Effective Public Relations* (8th ed.). Upper Saddle River, NJ: Prentice Hall.
- Joint Publication 3-61, Public Affairs, 9 May 2005.
- DOD Instruction 5120.4 DOD Newspapers, Magazines and Civilian Enterprise Publications
- DOD Directive 5120.20 Armed Forces Radio and Television Service (AFRTS)
- Army Regulation 360-1: The Army Public Affairs Program
- SECNAVINST 5720.44B: Public Affairs Policy & Regulations. Chapter 9
- Air Force Instruction 35-101 29 November 2005 Public Affairs Policies & Procedures Chapter 5.
- COMDTINST M5728.2C: U.S. Coast Guard Public Affairs Manual. Chapter 4

INSTRUCTOR/STUDENT RATIO: 1:15 (1:12 ADL) L/EW

SAFETY FACTORS: Routine

FUNCTIONAL AREA 4- OVERVIEW

FA TITLE: MULTIMEDIA

TOTAL FA HOURS: 11

Terminal Training Outcome: The instruction and training throughout this functional area provides the student with the necessary skills to explore the role of information technology. Upon completion of this functional area, students will be able to understand their roles and responsibilities in the use of visual information and electronic imagery. Students determine appropriate guidelines for release of imagery. They receive instruction in spot news and feature photography as well as instruction in ethics, privacy, and law. Students will understand emerging technologies capabilities, limitations, coordination requirements and marketing capabilities. This functional area describes key components of still and video imagery as well as the use and understanding of the Joint Combat Camera Center (JCCC) support requirements. Students have practical exercises in writing and editing photo captions. The student will apply critical thinking skills in practical applications as well as knowledge-based exams as a measure of functional area comprehension. Students determine how to select images that best support the commands information strategy.

UNIT 001 Visual Information and Electronic Imagery

- 001 Identify concepts of video storytelling
- 002 Explain American Forces Radio and Television Service support and services to contingency operations
- 003 Explain capabilities, processes, and requirements of visual information acquisition/distribution
- 004 Explain DoD guidelines on production and use of imagery
- 005 Write and Edit photo captions *GHW
- 006 Quiz

FUNCTIONAL AREA 4
MULTIMEDIA

TPFN: DINFOS-PAQC – 004 – 001

UNIT TITLE: Visual Information and Electronic Imagery

TPFN HOURS AND TYPE: 8L; 1PE; 2EW; 3GHW

TPFN TOTAL HOURS: 11 Classroom; 3GHW

PREREQUISITE TPFN: All previous TPFN

TASK (S):

- 001 Identify concepts of video storytelling
- 002 Explain American Forces Radio and Television Service support and services to contingency operations
- 003 Explain capabilities, processes, and requirements of visual information acquisition/distribution
- 004 Explain DoD guidelines on production and use of imagery
- 005 Write and Edit photo captions *GHW
- 006 Quiz

SUMMARY OF INSTRUCTION: This unit of instruction introduces students to methods of disseminating information through electronic media. Students will explain the importance of broadcast media and how public affairs leaders use broadcast media as a communications tool. They will explore the coordination process for employment of Armed Forces Radio and Television Service assets. Students will review and discuss the Digital Video and Imagery Distribution System capabilities, limitations, coordination requirements, and marketing capabilities, Joint Combat Camera Center and other support requirements. Students learn emerging technologies capabilities, limitations, coordination requirements and marketing capabilities as well as understanding their roles and responsibilities in the use of visual information and electronic imagery. The student will determine appropriate guidelines for production and use of imagery, define elements of spot news and feature photography, receive additional instruction in ethics, privacy, and law. This unit describes key components of still and video imagery as well as the use and understanding of the JCCC support requirements. Students have practical exercises in writing and editing photo captions and apply critical thinking skills in practical applications as well as knowledge-based exams as a measure of functional area comprehension.

REFERENCES:

- *Television Field Production and Reporting* (3rd ed.), Shook, Frederick (2000), Addison Wesley Longman, Inc.
- DoD Directive 5122.10
- DoD Directive 5120.20-R
- AFRTS & Broadcast Services web pages
- DOD Directive 5040.5 Alteration of Official Imagery
- AP Stylebook 2002 pp 383 or 2003 pp386
- DOD Imagery and Caption Style Guide Ch 2

INSTRUCTOR/STUDENT RATIO: 1:15 (1:12 ADL) L/EW 1:5 PE 1:4 GHW

SAFETY FACTORS: Routine

FUNCTIONAL AREA 5 - OVERVIEW

FA TITLE: MEDIA RELATIONS

TOTAL FA HOURS: 99

Terminal Training Outcome: The instruction and training throughout this functional area provides the student with the basic knowledge and skills necessary to facilitate and support modern media during on-going military operations. Upon completion of this functional area, a student will be able to select appropriate media types for communication of timely, accurate information to specific publics; respond verbally and in writing to queries from media organizations; prepare for and conduct media interviews; and select and prepare military spokespersons for media interviews. Using critical thinking skills, in conjunction with applied practical experience, the student will develop and recommend public affairs courses of action in the areas Media Relations. They will understand the relationship between news media and government, media coverage of government and politics, governmental and political information and persuasion techniques. Students will assess the potential news value of a given situation. They will research the legal rights and constraints of mass media, focusing on libel, privacy, copyright and other aspects of communication law. Students will also apply first amendment considerations and related communication issues through practical exercises. Using a combination of exercises and case studies, students will learn how to develop, train and execute crisis communications plans in support of command communications objectives. The student applies critical thinking skills in practical applications as well as knowledge-based exams as a measure of functional area comprehension.

UNIT 001 Introduction to Media Relations

- 001 Demonstrate how SAPP, ACA, FOIA, HIPPA, and Privacy Act rules apply to material with news value
- 002 Identify methods for maintaining media relationships
- 003 Explain employment of embedded media
- 004 Explain the public affairs officer's relationship with the media (media panel)
- 005 Discuss key current issues in various services
- 006 Take a field trip
- 007 Explain the public affairs role in crisis operations

UNIT 002 Media Techniques

- 001 Explain how to conduct an editorial board
- 002 Respond to a media query *GHW
- 003 Prepare for media interviews
- 004 Conduct Interviews *GHW
- 005 Explain How to Conduct Public Affairs Training
- 006 Develop command messages *GHW
- 007 Develop a troop card *GHW
- 008 Facilitate a news briefing in the role of public affairs officer *GHW
- 009 Conduct a news briefing in the role of military spokesperson *GHW
- 010 Brief a news media representative on interview/coverage ground rules
- 011 Quiz

FUNCTIONAL AREA 5

MEDIA RELATIONS

TPFN: DINFOS-PAQC – 005 – 001

UNIT TITLE: Introduction to Media Relations

TPFN HOURS AND TYPE: 32L; 8PE

TPFN TOTAL HOURS: 40 Classroom

PREREQUISITE TPFN: All previous TPFN

TASK (S):

- 001 Demonstrate how SAPP, ACA, FOIA, HIPPA, and Privacy Act rules apply to material with news value
- 002 Identify methods for maintaining media relationships
- 003 Explain employment of embedded media
- 004 Explain the public affairs officer's relationship with the media (media panel)
- 005 Discuss key current issues in various services
- 006 Take a field trip
- 007 Explain the public affairs role in crisis operations

SUMMARY OF INSTRUCTION: This unit of instruction explains military media relations and emphasizes the importance of Security, Accuracy, Propriety and Policy (SAPP) and how they affect a PA mission. Students will review and discuss the public's right to know versus its need to know and how to employ Ability, Competence, Authority (ACA), Freedom of Information Act (FOIA) and the Privacy Act. Students will explain various news cycles, the purpose of media ground rules, the functions of media facilitations and the Department of Defense media pool employment. After analyzing the basic elements of a media relations program, students will determine the appropriate course of action to address media errors and identify methods for maintaining media relationships. Students will plan where to embed or fair share and how to support and track embedded media. They will review logistics, travel and training requirements in support of a media embed program. Students will explore public affairs concepts in managing issues, emergencies and crisis. They will define five types of crisis, recognize a crisis, discuss prevention of crisis and explain PA objectives and responsibilities in crisis communication. They will review and discuss the Department of Defense's public affairs role in the National Response Plan.

REFERENCES:

- DOD Directive 5230.9, Clearance of DoD Information for Public Release, 9 Apr 96
- DOD Principles of Information, 9 Nov 01
- Joint Publication 3-61, 9 May 2005, Ch II, pp 1-2, Appendices B and C; Chapter III
- PAQC Student Handbook (2007)
- *On Deadline: Managing Media Relations* (3rd ed.), Howard, Carole M. and Mathews, Wilma K. (2000), Waveland Press, Inc.
- *Encountering the Media: Media Strategies and Techniques*, Barry McLoughlin; McLoughlin Multi Media Publishing Ltd, 1998.
- Contigny conference series reports
- Embedding Release for Iraq 2003:
<http://www.hjournalism.org/resources/tools/wartime/embedding.asp>
- Telewar, Lessons of News Management in the Gulf Wars; Eviathar H. Ben-Aedeff, Research Follow, ICT, Jude 19, 2003

- Pool Coverage; The Museum of Broadcast Communications;
<http://www.museum.tv/archives/etv/P/htmlP/poolcoverage/poolcoverage.htm>
- Cutlip, S. M., Center, A. H. & Broom, G. M. (2000). *Effective Public Relations* (8th ed.). Upper Saddle River, NJ: Prentice Hall. (pp. 389-392)
- McLoughlin, Barry (1999). *Communicate with Power 2000: Encountering the Media, Overcoming Panic and Fear, Getting Your Ideas Across*. Washington, D.C.: McLoughlin MultiMedia Publishing, Ltd.
- Communicators Guide: For Federal, State, Regional, and Local Communicators by the Federal Communicators Network. (2002) www.fcn.gov (pp. 24-28)
- Communication Standards: The Principles and Protocols for Standard-Setting Individual and Corporate Communication, Lukaszewski's Monograph. 1995.
- First Response Strategy: The Golden Hour, Lukaszewski's Strategy: A Supplement of PR Reporter. October 28, 2002.
- The National Response Plan. December 2004

INSTRUCTOR/STUDENT RATIO: 1:15 (1:12 ADL) L 1:5 PE

SAFETY FACTORS: Routine

FUNCTIONAL AREA 5

MEDIA RELATONS

TPFN: DINFOS-PAQC – 005 – 002

UNIT TITLE: Media Techniques

TPFN HOURS AND TYPE: 11L; 46PE; 2EW; 15GHW

TPFN TOTAL HOURS: 59 Classroom; 15 GHW

PREREQUISITE TPFN: All previous TPFN

TASK (S):

- | | | |
|-----|--|------|
| 001 | Explain how to conduct an editorial board | |
| 002 | Respond to a media query | *GHW |
| 003 | Prepare for media interviews | |
| 004 | Conduct Interviews | *GHW |
| 005 | Explain How to Conduct Public Affairs Training | |
| 006 | Develop command messages | *GHW |
| 007 | Develop a troop card | *GHW |
| 008 | Facilitate a news briefing in the role of public affairs officer | *GHW |
| 009 | Conduct a news briefing in the role of military spokesperson | *GHW |
| 010 | Brief a news media representative on interview/coverage ground rules | |
| 011 | Quiz | |

SUMMARY OF INSTRUCTION: This unit of instruction focuses on proper techniques for public affairs specialists. Students will explain the finer points of an editorial board and respond to media queries by defining, evaluating, researching and developing a response plan. Students will practice interviewing techniques through proper preparation of a subject matter expert for a media interview. They will hone knowledge skills through practical application by facilitating and evaluating a subject matter expert interview. Students will further sharpen interview skills with practical exercises in conducting an on-camera interview, a live talk-back interview, a telephonic interview and a print interview. Students will sum-up this experience by describing the various steps in the interview process for each medium. Students will learn the fine points of developing command messages through understanding communication roles and responsibilities, themes, messages, and talking points. They will learn the components of a message and an effective response and how to develop effective responses. Students will facilitate and conduct news briefings through changing roles and be able to define a “news conference” and a “news briefing”. They will analyze news conferences while identifying advantages, discussing preparation and developing tips for success. Material in this functional area is measured in both a written exam and practical homework projects.

REFERENCES:

- *Encountering the Media: Media Strategies and Techniques*, Barry McLoughlin; McLoughlin Multi Media Publishing Ltd, 1998.
- *On Deadline: Managing Media Relations* (3rd ed.), Howard, Carole M. and Mathews, Wilma K. (2000), Waveland Press, Inc.
- McLoughlin, Barry J. (1996), *Encountering the Media Pocket Tips Booklet*. McLoughlin Multimedia Publishing Ltd, *Political Communication: Politics, Press and Public in America*. Lawrence Erlbaum associates, pub. (pp 79-80 1998)
- Department of Defense Dictionary of Military and Associated Terms 12 April 2001(As Amended Through 14 September 2007)

- Joint Publication 3-61, Public Affairs, 9 May 2005. Chapter II
- Air Force Instruction 35-101 29 November 2005 Public Affairs Policies And Procedures.
<http://152.229.169.35/pubfiles/af/35/afi35-101/afi35-101.pdf>

INSTRUCTOR/STUDENT RATIO: 1:15 (1:12 ADL) L/EW 1:5 PE 1:4 GHW

SAFETY FACTORS: Routine

FUNCTIONAL AREA 6- OVERVIEW

FA TITLE: COMMUNICATION SKILLS

TOTAL FA HOURS: 95

Terminal Training Outcome: The instruction and training throughout this functional area provide the student with the basic foundational knowledge of effective written and verbal communication. Upon completion of this functional area, a student will be able to write, deliver and prepare a speech manuscript and to create and deliver a biographical introduction for a military spokesperson with high-quality journalism skills. The student will develop strategic communications plans through advanced training and practice in writing. Students receive practical and theoretical knowledge of visual communication processes related to all forms of journalism. The student will write initial and follow-up military news releases for both internal and external audiences, news features, editorials, and letters-to-the-editor, as well as news-spots for radio broadcast. The student will also design and lay out a military field newsletter and edit the content of the newsletter in Associated Press style.

Students learn effective methods of gathering, analyzing, and writing broadcast news and features products. They will conduct critical analysis of broadcast news practices, decisions and principles. Students deliver public speeches and create journalistic stories for diverse audience. They practice techniques of gathering, analyzing, and writing news and features for newspapers and practice interviewing, observation, and use of documentary references that include computer information retrieval and analysis skills. They learn and apply skills in researching Internet and non-Internet sources. Students practice the fundamentals of editing newspapers, including both individual and team projects with an emphasis on judgment, fairness, accuracy, editorial balance, and language usage. Students practice writing news, editing copy, and writing headlines using computer-editing technology. This course prepares student journalists to enter the rapidly evolving, fast-paced world of news. The student will apply critical thinking skills in practical applications as well as knowledge-based exams as a measure of functional area comprehension.

UNIT 001 Communication Planning

- 001 Write a communications plan
- 002 Review Government Web Sites
- 003 Explain the public affairs role in internet operations

UNIT 002 Speech writing

- 001 Write a speech
- 002 Deliver a speech

UNIT 003 Print Journalism

- 001 Compare/contrast commercial journalism and military public affairs (roles, products, staffs, philosophies)
- 002 Copy-edit a selected piece of text in accordance with the AP stylebook *GHW
- 003 Write news *GHW
- 004 Quiz

UNIT 004 Broadcast Journalism

- 001 Write a public service announcement

FUNCTIONAL AREA 6

COMMUNICATION SKILLS

TPFN: DINFOS-PAQC – 006 – 001

UNIT TITLE: Communication Planning

TPFN HOURS AND TYPE: 8L; 9PE; 6GHW

TPFN TOTAL HOURS: 17 Classroom; 6GHW

PREREQUISITE TPFN: All previous TPFN

TASK (S):

- 001 Write a communications plan
- 002 Review Government Web Sites
- 003 Explain the public affairs role in internet operations

SUMMARY OF INSTRUCTION: This unit of instruction focuses on planning and research aspect of public affairs activities. Students will thoroughly analyze the definition of public opinion, explain how public opinion affects military operations and explain public affairs goals with regard to public opinion. They will analyze audiences, identify target audiences and apply their skills in the public affairs problem solving process. Students will synthesize this information and write a communications plan based on given scenarios. Students will further investigate public affairs elements in government web sites where they will scrutinize prime examples for SAPP (security, accuracy, propriety and policy) violations and specific design elements. They will research and identify key command characteristics of a command web site and define Department of Defense internet policy. Through research and study students will identify valid military internet resources.

REFERENCES:

- Cutlip, S. M., Center, A. H. & Broom, G. M. (2000). *Effective Public Relations* (8th ed.). Upper Saddle River, NJ: Prentice Hall.
- PAQC Student Handbook (2007)
- <http://www.defenselink.mil/webmasters>
- <http://www.au.af.mil/au/awc/awcgate/awcewebm.htm>
- <http://www.Section508.gov>

INSTRUCTOR/STUDENT RATIO: 1:15 (1:12 ADL) L 1:5 PE 1:4 GHW

SAFETY FACTORS: Routine

FUNCTIONAL AREA 6

COMMUNICATION SKILLS

TPFN: DINFOS- PAQC – 006 – 002

UNIT TITLE: Speech Writing

TPFN HOURS AND TYPE: 2L; 8PE; 6GHW

TPFN TOTAL HOURS: 10 Classroom; 6GHW

PREREQUISITE TPFN: All previous TPFN

TASK (S):

- 001 Write a speech
- 002 Deliver a speech

SUMMARY OF INSTRUCTION: This unit of instruction explains the various aspects and strategies of speech communications including the development of written and oral communication skills. Students will learn how to research using the latest technology to develop and deliver communication messages. They will analyze situations and apply appropriate oral and written skills as necessary. Students learn the fundamentals of speech writing and define different types of speech presentations (impromptu, memorized, manuscript, extemporaneous, etc.). Students will critically analyze information for creating effective oral or written messages and will apply speech and mass communication theories to diverse situations as they write a speech manuscript and a biographical introduction for a public speaker. They will apply effective strategies in creating, editing and presenting to diverse audiences within a constrained timeframe. Students learn the finer points of public speaking and will present two speeches, one they write and one that is written by someone else. Material in this functional area is measured in practical projects.

REFERENCES:

- *The Elements of Speechwriting & Public Speaking*, Jeff Scott Cook. Longman Publishers, 1991, "A First Look at Communication Theory" sixth edition. E.M. Griffin. McGraw Hill, 2006.

INSTRUCTOR/STUDENT RATIO: 1:15 (1:12 ADL) L 1:5 PE 1:4 GHW

SAFETY FACTORS: Routine

FUNCTIONAL AREA 6

COMMUNICATION SKILLS

TPFN: DINFOS- PAQC – 006 – 003

UNIT TITLE: Print Journalism

TPFN HOURS AND TYPE: 12L; 47PE; 6GHW

TPFN TOTAL HOURS: 61 Classroom; 6GHW

PREREQUISITE TPFN: All previous TPFN

TASK (S):

- | | | |
|-----|--|------|
| 001 | Compare/contrast commercial journalism and military public affairs (roles, products, staffs, philosophies) | |
| 002 | Copy-edit a selected piece of text in accordance with the AP stylebook | *GHW |
| 003 | Write news | *GHW |
| 004 | Quiz | |

SUMMARY OF INSTRUCTION: This unit of instruction focuses on developing journalism skills and abilities. Students will research commercial journalism roles, products, staffs, and philosophies and contrast and compare them to military public affairs roles and responsibilities. Students will explore and define the military journalism mission and assignments. They will experience and understand the many practical uses for the AP Stylebook and apply their knowledge of editing through a series of copy-editing exercises. They will learn to quickly identify common grammatical mistakes in selected exercises while polishing and improving their own writing skills. Students will add to their previously learned oral communication skills by developing effective writing skills. Students will sharpen analytical, research, and writing skills with several writing exercises to include writing internal and external news stories, an initial media release, a follow up release, and an editorial that supports a command position. Students will also produce a field newsletter, evaluate headlines, and write a letter to the editor as well as explain the elements of a news story and evaluate headlines. Material in this functional area is measured in both a written exam and practical projects.

REFERENCES:

- *Stylebook and Briefing on Media Law*, Goldstein, Norm (2005), The Associated Press
- *The Art of Editing* (7th ed.), Brooks, Brian S. and Sissors, Jack Z. (2000), Allyn & Bacon
- Mencher, *News Reporting and Writing*, 1997, pgs 482-495
- Mayeux, *Writing and Reporting*, 1996, pgs 310-312
- Associated Press, *AP Stylebook and Briefing on Media Law*, 2002 pgs 336-338
- DOD Memorandum for Public Identification of Casualties
- Hill/Breen, *Reporting & Writing the News*, 1989
- Harrower, *The Newspaper Designer's Handbook*, 5th Edition
- Harriss/Leiter/Johnson, *The Complete Reporter*, 7th edition, 2000
- Moen, *Newspaper Layout & Design*, 3rd edition, 1996
- Kobre, *Photojournalism: The Professionals' Approach*, 5th edition, 2004

INSTRUCTOR/STUDENT RATIO: 1:15 (1:12 ADL) L 1:5 PE 1:4 GHW

SAFETY FACTORS: Routine

FUNCTIONAL AREA 6
COMMUNICATION SKILLS

TPFN: DINFOS- PAQC – 006 – 004

UNIT TITLE: Broadcast Journalism

TPFN HOURS AND TYPE: 1L; 2EW; 3GHW

TPFN TOTAL HOURS: 3 Classroom; 3GHW

PREREQUISITE TPFN: All previous TPFN

TASK (S):

- 001 Write a public service announcement

SUMMARY OF INSTRUCTION: This unit of instruction extends the news presentation for print and web repertoire of journalism skills by adding broadcast journalism. Students will understand that news is presented differently for print and web than for broadcast and this unit will focus on those differences. Students learn the six “C’s” of broadcast writing and learn broadcast punctuation before writing a public service announcement.

REFERENCES:

- Block, Writing Broadcast News, 1987
- DINFOS Broadcast Writing Style Guide

INSTRUCTOR/STUDENT RATIO: 1:15 (1:12 ADL) L/EW 1:4 GHW

SAFETY FACTORS: Routine

FUNCTIONAL AREA 7- OVERVIEW

FA TITLE: PUBLIC AFFAIRS OPERATIONS

TOTAL FA HOURS: 43

Terminal Training Outcome: The instruction and training throughout this functional area provides the student with a foundation of knowledge required to support public affairs operations. Students learn the primary principles of military public affairs policy, procedures and governing directives (laws, publications, etc.). The student will develop strategic communications plans, determining appropriate guidelines for release of information and imagery, and assess the potential news value of a given situation within his or her service. Students will develop and recommend public affairs courses of action in the areas of media relations, community relations, and internal information. Using learned critical thinking skills, in conjunction with applied practical experience, students will develop and recommend public affairs courses of action and internal information. Students will explore the critical examination of the interplay among and between the media, government, and the political process. Students apply critical thinking skills in practical applications as well as knowledge-based exams as a measure of functional area comprehension.

UNIT 001 Operations

- 001 Introduction to PA and PA Basics
- 002 Explain public affairs support to military operations other than war
- 003 Explain public affairs support to civil authorities
- 004 Describe the integration of public affairs into all phases of planning
- 005 Conduct a mission analysis of a given operations plan as it pertains to public affairs
- 006 Write the Public Affairs annex
- 007 Define PA Missions
- 008 Conduct assigned public affairs tasks (JIBEX)
- 009 Explain public affairs implications
- 010 Prepare a case for obtaining staff and command consensus
- 011 Describe the commander's role in his communication program
- 012 Brief the commander on public affairs issues

UNIT 001 Joint Operations

- 001 Describe the three phases of joint deliberate crisis planning
- 002 Explain the mission of a joint information bureau
- 003 Explain the public affairs relationship with information operations
- 004 Identify the joint task force public affairs structure
- 005 Explain the public affairs role in the National Environmental Protection Act process and BRAC
- 006 Explain joint public affairs doctrinal mission support to TEP/TES as part of the RCC Security Cooperation Program

FUNCTIONAL AREA 7
PUBLIC AFFAIRS OPERATIONS

TPFN: DINFOS-PAQC – 007 – 001

UNIT TITLE: Operations

TPFN HOURS AND TYPE: 19L; 15PE; 6GHW

TPFN TOTAL HOURS: 34 Classroom; 6GHW

PREREQUISITE TPFN: All previous TPFN

TASK (S):

- 001 Introduction to PA and PA Basics
- 002 Explain public affairs support to military operations other than war
- 003 Explain public affairs support to civil authorities
- 004 Describe the integration of public affairs into all phases of planning
- 005 Conduct a mission analysis of a given operations plan as it pertains to public affairs
- 006 Write the Public Affairs annex
- 007 Define PA Missions
- 008 Conduct assigned public affairs tasks (JIBEX)
- 009 Explain public affairs implications
- 010 Prepare a case for obtaining staff and command consensus
- 011 Describe the commander's role in his communication program
- 012 Brief the commander on public affairs issues

SUMMARY OF INSTRUCTION: This unit of instruction investigates PA basic operations. The students will know the nine principles of combat coverage and explain basic operational capabilities of unified commands. They will compare/contrast public affairs operations overseas with public affairs operations in the continental United States and define and know the three primary objectives of the Joint Operation Planning and Execution System (JOPES). Students will know the key personnel the public affairs officer must coordinate with for logistical planning and explain the purpose of the Time-Phased Force Deployment Data. Students will explore the principles of a wide range of joint military operations and how the military supports civil authorities. They will define the three primary objectives of JOPES and the three phases of joint deliberate and crisis planning. Students will discuss the key personnel they must coordinate with for logistical planning and explain the purpose of TPFDD. Students write a Public Affairs Annex and appropriate appendices to the PA plan as well as identifying relevant PA appendices to other annexes and appendices. They will write a PA staff estimate and Proposed Public Affairs Guidance. This unit will define the PA mission in public affairs and information operations making sure to use the latest DOD and JOINT doctrine and policy memos. Students define the civil affairs mission, the psychological operations (psyops) mission and the psyops organization. Students prepare a case for obtaining staff and command consensus and then brief the commander/command staff on a PA course of action. They will conduct staff coordination of their PA plan, selecting appropriate mediums. PAQC students will brief the commander on public affairs issues keeping commanders informed at levels appropriate for the issue through solid understanding of briefing techniques and knowledge of the appropriate mediums.

REFERENCES:

- “The Army and the Media,” by Major Barry E. Venable, USA, Military Review Jan-Feb 2002

- *America's Team; The Odd Couple – A Report on the Relationship Between the Media and the Military*, Aukofer, Frank & Lawrence, William P. (1995), The Freedom Forum First Amendment Center
- CJCS Media-Military Relations Panel (Sidle Panel), Sidle, Winant (1984)
- *Review of Panama Pool Deployment* (Hoffman Report), Hoffman, Fred (1989)
- Joint Chiefs Website
- Joint Publication 3-16, Chapter I; Public Affairs (Chapter 3 and 4)
- Joint Publication I, Ch VII; Communication: A first look at communication theory (6th ed.), Griffin, Em (2006), McGraw-Hill
- Joint Pub 3-13, Joint Doctrine for Information Operations, 13 Feb 2006
- Joint Publication 3-61, Public Affairs, 9 May 2005
- Joint Publication 3-07, Joint Doctrine for Military Operations Other Than War
- FM 101-5 Staff Organizations and Operations
- FM 5-0 Army Planning and Orders Production (January 2005)
- Joint Publication 5-0 Joint Operations Planning (26 December 2007)
- Department of Defense Instruction 5405.3 Development of Proposed Public Affairs Guidance (PPAG)
- R 211700 OCT 02 SUBJECT: Supplementary guidance for proposed public affair guidance (PPAG)
- Department of Defense Instruction 5400.14 Procedures for Joint Public Affairs Operations
- PAQC Handbook
- DoD Directive S-3600.1, Information Operations, 01 Aug 2006 (U)
- Memorandum from DASD/PA, Principles of Information July 2005
- Memorandum 2077-4 from the Chairman of the Joint Chiefs of Staff, Policy on PA to IO, 27 Sep 04
- Army FM46-1-1 Public Affairs Tactics, Techniques and Procedures April 2000
- Joint Pub 5-0 Joint Operation Planning December 2006
- Army 3-2-1 letter
- Air Force Instruction 35-101 29 November 2005 Public Affairs Policies And Procedures.
<http://152.229.169.35/pubfiles/af/35/afi35-101/afi35-101.pdf>
- Commandant Instruction Manual
- 5728-2C USCG

INSTRUCTOR/STUDENT RATIO: 1:15 (1:12 ADL) L 1:5 PE 1:4 GHW

SAFETY FACTORS: Routine

FUNCTIONAL AREA 7
PUBLIC AFFAIRS OPERATIONS

TPFN: DINFOS-PAQC – 007 – 002

UNIT TITLE: Joint Operations

TPFN HOURS AND TYPE: 9L;

TPFN TOTAL HOURS: 9 Classroom

PREREQUISITE TPFN: All previous TPFN

TASK (S):

- 001 Describe the three phases of joint deliberate crisis planning
- 002 Explain the mission of a joint information bureau
- 003 Explain the public affairs relationship with information operations
- 004 Identify the joint task force public affairs structure
- 005 Explain the public affairs role in the National Environmental Protection Act (NEPA) process and Base Realignment and Closure (BRAC)
- 006 Explain joint public affairs doctrinal mission support to TEP/TES as part of the RCC Security Cooperation Program

SUMMARY OF INSTRUCTION: This unit of instruction incorporates the information a public affairs leader will need to know when supporting joint operations. The student will explain the mission of a Joint Information Bureau by identifying support requirements and key elements (structure, command and control) in accordance with doctrine and relevant regulations. They will describe the process of planning the integration of JCCC through a firm knowledge of the fundamentals of joint task force public affairs operations. Students will identify the joint task force public affairs structure by explaining fundamentals of joint task force public affairs operations. They will identify key environmental law and explore the public affairs role in the National Environmental Policy Act process, the Installation Restoration Program process, and the Base Realignment and Closure process. Students will explain joint public affairs doctrinal mission support to the Regional Combatant Commands' Security Cooperation Program and identify the purpose of and public affairs tasks in the theater engagement plan and commanders exercise strategy.

REFERENCES:

- Joint Publication 3-35 Deployment and Redeployment Operations 07 May 2007
http://www.dtic.mil/doctrine/jel/new_pubs/jp3_35.pdf
- Joint Publication 3-0 Joint Operations 17 September 2006
- Joint Publication 1 Joint Warfare of the Armed Forces 12 April 2001 (As Amended Through 14 September 2007), Ch VI
- Joint Publication 3-61, Public Affairs, 9 May 2005, Ch III, Sec 2 “Public Affairs Organization”
- Department of Defense Directive 5400-13 January 9, 1996 Joint Public Affairs Operations
- Department of Defense Directive 5400-14 Procedures for Joint Public Affairs Operations January 22, 1996
- FM 46-1, PA Tactics, Techniques and Procedures
- DoD Directive S-3600.1, Information Operations, 01 Aug 2006 (U)
- Joint Pub 3-13, Joint Doctrine for Information Operations, 13 Feb 2006

- Memorandum from DASD/PA, Principles of Information July 2005
- Memorandum 2077-4 from the Chairman of the Joint Chiefs of Staff, Policy on PA to IO, 27 Sep 04
- Army FM46-1-1 Public Affairs Tactics, Techniques and Procedures April 2000
- Joint Pub 5-0 Joint Operation Planning December 2006
- DoDI 5400.13 Joint PA Ops/14 Joint PA Ops
- FM 46-1, PA Tactics, Techniques and Procedures
- PAQC Handbook
- Cutlip, S. M., Center, A. H. & Broom, G. M. (2000). *Effective Public Relations* (8th ed.). Upper Saddle River, NJ: Prentice Hall.
- National Environmental Policy Act (NEPA)
<http://www.epa.gov/compliance/resources/policies/nepa/index.html>
- NEPA Net: <http://ceq.eh.doe.gov/nepa/nepanet.htm>
- Resource Conservation and Recovery Act (RCRA – 1976)
- RCRA Online: <http://www.epa.gov/epaoswer/osw/mission.htm>
- Comprehensive Environmental Response, Compensation and Liability Act (CERCLA)
- CERCLA Online: <http://www.epa.gov/superfund/action/law/cercla.htm>
- Superfund Amendments & Reauthorization Act (SARA)
- SARA Online: <http://www.epa.gov/superfund/action/law/sara.htm>
- Defense Environmental Restoration Program (DERP)
- DERP Online:
<https://www.denix.osd.mil/denix/Public/Library/Cleanup/CleanupOfc/derp/index.html>
- Defense Environmental Restoration Account (DERA)
- Installation Restoration Program (IRP)
- <https://www.denix.osd.mil/denix/Public/Library/Cleanup/CleanupOfc/derp/irp.html>
- Federal Facilities Compliance Act (FFCA)

INSTRUCTOR/STUDENT RATIO: 1:15 (1:12 ADL) L

SAFETY FACTORS: Routine

FUNCTIONAL AREA 8 - OVERVIEW

FA TITLE: FIELD TRAINING EXERCISE

TOTAL FA HOURS: 26

Terminal Training Outcome: The purpose of the field training exercise is to evaluate the student's ability to use critical thinking skills to evaluate given scenarios drawing from and applying the knowledge and skills gained through the seven functional areas of this course under typical public affairs working conditions and situations. Students are given intensive practice in applications to produce effective public affairs responses to various real time scenarios. Students will participate in mock, desktop crisis scenario planning to develop public relations and spokesperson skills to manage issues and communication with the media.

UNIT 001

- 001 FTX Prep
- 002 FTX - Deployed

FUNCTIONAL AREA 8
FIELD TRAINING EXERCISE

TPFN: DINFOS-PAQC – 008 – 001

UNIT TITLE: Field Training Exercise (FTX)

TPFN HOURS AND TYPE: 26PE

TPFN TOTAL HOURS: 2 classroom 24 Field

PREREQUISITE TPFN: All previous TPFN

TASK (S):

- 001 FTX Preparation
- 002 FTX - Deployment

SUMMARY OF INSTRUCTION: This unit of instruction takes the students to a simulated field environment to apply the knowledge and experience gained throughout this course into a final exercise. Students will be divided into groups and given an operational scenario and a series of public affairs scenarios to evaluate and apply proper PA techniques using the knowledge and experience they have obtain throughout this course.

REFERENCES:

- DINFOS FTX Guidelines

INSTRUCTOR/STUDENT RATIO: 1:5 PE

SAFETY FACTORS: Routine

FUNCTIONAL AREA 9
COURSE ADMINISTRATION

TPFN: DINFOS-PAQC-009-001

UNIT TITLE: Course Administration

TPFN HOURS AND TYPE: 19AD

TPFN TOTAL HOURS: 19 Admin

PREREQUISITE TPFN: N/A

TASK(S):

- 001 In-processing
- 002 Counseling
- 003 Course Critique
- 004 Out-processing
- 005 Graduation

SUMMARY OF ACTIVITIES: Self-explanatory

REFERENCES: DINFOS Policy and Procedures Manual

INSTRUCTOR/STUDENT RATIO: N/A

SAFETY FACTORS: N/A